

PUBLIC SAFETY CURRICULUM AND
PROFESSIONAL DEVELOPMENT PROJECT

Correctional Science Curriculum



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In cooperation with Golden West College

**For the Chancellor's Office,
California Community Colleges
1996**

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PROFESSIONAL DEVELOPMENT PROJECT

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**Public Safety Curriculum and
Professional Development Project
Correctional Science Curriculum**

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Golden West College**

**Jan Hayes, Chair
Correctional Science Subcommittee**

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CHAPTER 1

INTRODUCTION

The field of Corrections has experienced tremendous changes in the past several years. Legislative mandates have caused the numbers of incarcerated persons to increase much more rapidly than anticipated, escalating the demand for well-trained correctional personnel on both the local and state level. Increasing numbers of community colleges are responding to that demand by adding Correctional Science programs to their curriculum. The State of California has responded to this challenge for quality personnel by expanding the apprenticeship program for entry personnel to create the Commission on Correctional Peace Officer Standards and Training (CPOST) to establish educational guidelines and training standards for entry and first line supervisor employees at state correctional institutions. The Commission on Standards and Training (STC), a division of the Board of Corrections, has parallel responsibilities for local correctional institutions. CPOST, in cooperation with the California Department of Corrections (CDC), California Youth Authority (CYA), the California Correctional Peace Officers Association (CCPOA), and STC are working actively with the California Community Colleges to respond to these educational concerns. Working together through this and previous community college projects, course outlines have been developed for six core courses and three electives. During this project CPOST has determined that four of the six core courses form the CPOST Educational Certificate, which is recommended for CDC and CYA apprentices as a part of their professional development. With the support of this project, CPOST has established criteria and procedures for community colleges to have their Correctional Science programs approved to provide these courses. Recently, CDC has also announced that completion of these courses is one of several ways in which entry-level applicants can be granted positive points in the scheduling process that follows the written qualifying exam. Active efforts to maintain the recency and standardization of Correctional Science education will continue under the direction of CPOST.

The elective courses presented in this document are in support of the needs identified for first-line supervisors. Also included in this document are the core course outlines developed by the Correctional Science Curriculum Project. All of the courses are presented here in an effort to create access to the curriculum materials essential to educators in the field of Correctional Science.

Chapter 2

Core Curriculum

Introduction to Corrections

☒ Degree Credit

☐ Non-Degree Credit

☐ Non-Credit

Course Information:

Discipline: Correctional Science

Course Title: **Introduction to Corrections**

Units: 3

Prerequisites: Recommend Associate Degree level English (reading and writing)

Hours Per Week:	Total:	3
	Lecture:	3
	Laboratory:	0

Catalog Course Description:

This course is designed to provide the student with an overview of the history and trends of adult and juvenile corrections, including probation and parole. It will focus on the legal issues, specific laws, and general operation of correctional institutions. The relationship between corrections and other components of the judicial system will also be examined.

Statement Of Need:

A student who has interest in the vocational field of corrections needs a more complete introduction to the corrections field than is provided in an Introduction to Administration of Justice course. This course is one of the two core courses required as a part of the CPOST Educational certificate available to all apprentices hired after July 1, 1995 by the California Department of Corrections or California Youth Authority. CPOST is the Commission on Correctional Peace Officer Standards and Training (formerly the Joint Apprenticeship Committee) of the California Department of Corrections, California Youth Authority, and the California Correctional Peace Officers Association.

Course Objectives:

1. Demonstrate knowledge of the history and trends of corrections.
2. Understand and describe the legal issues, specific laws, and general operations of Corrections.

3. Describe the relationship between corrections and other components of the judicial system which will also be examined.
4. Understand the differences between adult and juvenile corrections, probation and parole.

Course Outline

I. Conceptualization

- A. Historical Development of Corrections
- B. Purpose of Corrections
- C. Society's Goals in Corrections
- D. Public Concern for Protection of Society and Punishment of Offenders
- E. The Correctional Sub-System (overview)

II. The Legal Process

- A. Judicial Procedures (adult)
- B. Judicial Procedures (juvenile)

III. Alternatives to Incarceration

- A. Probation and conditions
- B. Public treatment facilities—county camps, community service, work furlough
- C. Private treatment facilities

IV. Institutionalization/Incarceration

- A. Classification System
- B. Custody and Control
- C. Programs—treatment, educational, vocational, security, etc.

V. Post-Institutional Programs

- A. Probation/Parole
- B. Re-entry programs
- C. Return or discharge process—revocation or release from further court obligation

VI. Current Trends in the Field

VII. Corrections as a Career Field

College-Level Critical Thinking Assignments:

1. Written Assignments
2. Examinations
3. Class Participation
4. Final Examination

Required Reading, Writing, and Outside Class Assignments:

As a transfer level course, reading and writing assignments should be developed which utilize both required textual materials and utilization of periodicals and manuals from the Corrections field.

Methods Of Instruction:

Although primarily planned as a lecture course, it is recommended that a variety of learning activities be included within each class meeting which respond to a variety of learning styles. Instructors are also encouraged to utilize field trips to local, state, and/or federal correctional facilities within reasonable geographic range of the class site. Instructors of this class should also consider the utilization of guest lecturers from the various types of correctional systems located in their locale.

Methods Of Student Evaluation:

Instructors are encouraged to use both traditional evaluation procedures (predominately written testing) and alternative forms of assessment, including both written and oral work from individuals and groups. The instructor should also utilize frequent assessment activities which are non-graded to assist in determining the level of student comprehension prior to evaluation processes.

Text & Supplemental Education Materials:

Suggested Texts and Support Materials:

1. CORRECTIONS IN AMERICA by Harry E. Allen and Clifford E. Simonsen (MacMillan)
2. INTRODUCTION TO CORRECTIONS by Killinger and Cromwell (West)
3. INTRODUCTION TO CORRECTIONS by Clemens Bartollas (Harper-Row)
4. HUMAN RELATIONS AND CORRECTIONS by Michael Braswell, T. Fletcher, L. Miller (Waveland Press)
5. CORRECTIONAL INSTITUTIONS by Robert Carter, A. Glaser, and W. Leslie (Harper-Row)
6. THE CORRECTIONAL SYSTEM: AN INTRODUCTION by Sue Titus Reid (MacMillan)
7. STANDARDS AND TRAINING IN CORRECTIONS by California Office of Procurement (State of California)
8. TITLE 15, Government Code, State of California (most current)
9. CRIMINAL JUSTICE by James A. Inciardi (Harcourt Brace)
10. CORRECTIONS, A CRITICAL APPROACH by Welch (McGraw-Hill)

CONCEPTS OF CRIMINAL LAW

☒ DEGREE CREDIT

☐ NON-DEGREE CREDIT

☐ NON-CREDIT

Course Information:

Discipline: Correctional Science

Course Title: Concepts of Criminal Law

Units: 3

Prerequisites: None (Reading level that is appropriate for transfer level course)

Hours Per Week:	Total:	3
	Lecture:	3
	Laboratory:	0

Catalog Course Description:

This course covers the historical development, philosophy, and practice of law and Constitutional provisions; definitions and classifications of crime; and legal research, study of case law, methodology, and concepts of law as a social force. Law as it affects the Correctional component of the justice system will be clearly identified.

Statement Of Need:

An understanding of the basics of criminal law is crucial to the professional advancement of an individual in the field of Correctional Science as it is for all segments of Criminal Justice/Administration of Justice. This outline is written with an emphasis on the needed background for an individual who is working (or has as his or her goal to work) in the Corrections field. Not all criminal law courses provide the required emphasis on Corrections. A course that includes the indicated topics would be a required core course in the major of the Associate Degree in Correctional Science developed by the Correctional Science Curriculum Project and is one of the courses that may be selected by an Apprentice to fulfill the educational requirements for the Educational Certificate to be issued by the Commission on Correctional Peace Officer Standards and Training (CPOST - formerly the Joint Apprenticeship Committee) of the California Department of Corrections, California Youth Authority, and the California Correctional Peace Officers Association).

Course Objectives:

At the conclusion of the course, the student should be able to:

1. Illustrate the historical development of criminal law from its origin in the Common Law of England.
2. Demonstrate an understanding of the legal principles of criminal law and how it is applied.
3. Examine the Constitutional basis of criminal law.

4. Outline the classifications of criminal laws and their punitive applications.
5. Examine written laws and review major case decisions relevant to their application.
6. Outline the statutory provisions specific to correctional institutions.

Course Outline:

I. Development and description of current criminal law

- A. Historical development of American law from the Common Law of England
- B. Philosophical and practical considerations of the application of criminal laws
- C. Examination of modern Penal Code and its historical development
- D. Influence of Constitution on modern laws

II. Classifications of crime and their application

- A. Definitions and classifications of crimes
 1. Infraction
 2. Misdemeanor
 3. Felony
- B. Mental element in the application of the law
- C. Examination of the parameters of the criminal codes as they apply to the administration of justice
- D. Exploration of the effect of “case law” on contemporary law

III. Examination of current criminal statutes

- A. Crimes against property
- B. Crimes against the person
- C. Victimless crimes
- D. Crimes against public order

IV. Review criminal codes

- A. Penal Code
- B. Welfare and Institutions Code
- C. Business and Professions Code
- D. Vehicle Code
- E. Fish and Game Code
- F. Health and Safety Code
- G. Administrative Code

V. Criminal law as it affects the Correctional component of the justice system

- A. Crimes against/within penal institutions
 1. Control of contraband
 2. Assaults against staff
 3. Assaults against prisoners
 4. Escapes/attempts
- B. Crimes by staff
 1. Assaults on inmates
 2. Introduction of contraband
 3. Undue familiarity/overfamiliarity
 4. Official acts

College-Level Critical Thinking Assignments:

Students will be required to complete writing assignments which include the gathering and analysis of information. In addition, exam questions will require students to examine critical problems and develop solutions.

Required Reading, Writing, and Outside Class Assignments:

As a course that is transfer level and may be a major requirement in a degree program, this course should involve extensive reading beyond assignments in the text. Students should read and respond to readings such as legal briefs, case law, administrative code, and regulations. Individual assignments should encourage student interest in particular segments of the justice system.

Methods Of Instruction:

Traditionally, this course is taught primarily through lecture. The instructor is encouraged to explore the use of guest presenters, group projects which might include oral presentations, and field trips or videos which bring “real world” experiences into the course.

The instructor is also encouraged to include assessment activities which are non-graded to determine the level of student comprehension during the course.

Methods Of Student Evaluation:

Grades are based on student participation in class assignments, written exams consisting of essay and objective questions, and written assignments outside class.

Text & Supplemental Education Materials:

Chamlin, Robert and Richard Evans. Criminal Law for Peace Officers, 5th ed. Prentice Hall.

Stuckey, Gilbert. Criminal Law: Principles, Cases and Readings, 2nd ed. West Criminal Justice Series.

del Carmen, Rolando V. and Jeffery T. Walker. Briefs of 100 Leading Cases in Law Enforcement. Anderson Publishing Company, 1991 with 1993 Supplement.

del Carmen, Rolando V., Susan E. Ritter, and Betsy A. Witt. Briefs of Leading Cases in Corrections, Anderson Publishing Company, 1993.

Revised June 1995

LEGAL ASPECTS OF CORRECTIONS

☒ Degree Credit

☐ Non-Degree Credit

☐ Non-Credit

Course Information:

Discipline: Correctional Science

Course Title: **Legal Aspects of Corrections**

Units: 3

Prerequisites: Reading and writing at the Associate Degree level

Hours Per Week:	Total:	3
	Lecture:	3
	Laboratory:	0

Catalog Course Description:

This course provides students with an awareness of the historical framework, concepts, and precedents that guide correctional practice. Course material will broaden the individuals perspective of the Corrections environment, the civil rights of prisoners, and the responsibilities and liabilities of Corrections officials.

Statement Of Need:

This course was identified as one of the core requirements of the model Associate Degree in Correctional Science developed by the Correctional Science Curriculum Project. This course represents content identified as core to the professional development of correctional personnel by the Commission on Correctional Peace Officer Standards and Training (formerly the Joint Apprenticeship Committee) of the California Department of Corrections, California Youth Authority, and the California Correctional Peace Officers Association. As such, this course is one of the courses which may be selected by CDC and CYA apprentices as a part of the CPOST Educational Certificate.

Course Objectives:

At the end of the course the students will demonstrate the ability to:

1. Understand responsibilities & liabilities applicable to Corrections.
2. Improve decision making abilities in the job environment.
3. Understand the reasoning of court mandates affecting the management of confinement.
4. Analyze the legal framework within which the incarceration process operates on a daily basis.

Course Outline:

1. Orientation to the historical background and structure of the constitutional legal system.
2. The constitutional justification/mandate for courts to be able to direct the correctional process on a daily basis.
3. Application of case law as it pertains to the rights of those incarcerated and the implications for establishing policies for the management of confinement.
4. Develop and review briefs based on existing Corrections related cases.
5. Support case law with specific constitutional amendments, i.e. Articles 1-10 of the Bill of Rights and the 14th Amendment.

College-Level Critical Thinking Assignments

The students will be required to complete writing assignments which require the gathering and analysis of information. In addition, exam questions and group discussions will require that the student examine critical problems and develop solutions.

Required Reading, Writing, and Outside Class Assignments:

Library research
Case studies and journals
Special projects
Textbook readings
Production of briefs

Methods Of Instruction:

This course should be taught using a variety of learning/teaching styles. In addition to lecture, discussion, role-playing, group activities, and simulations can generate a higher level of involvement from students in the learning process. Guest speakers should be utilized to emphasize the diversity of the subject matter and to bring reality to the content.

The instructor is encouraged to include assessment activities which are non-graded to determine the level of student comprehension during the course.

Methods Of Student Evaluation:

The student will be required to produce a written assignment of sufficient length and complexity that demonstrates his or her ability to select and organize ideas, explain and support the ideas, and demonstrate critical thinking skills.

Text & Supplemental Education Materials:

Rolando V. del Carmen, Susan E. Ritter, & Betsy A. Witt. Briefs of Leading Cases in Corrections, Anderson Publishing Company, 1993.

Revised June 1996

CORRECTIONAL WRITING

Course Of Study

 X Degree Credit

 Non-Degree Credit

 Non-Credit

Course Information:

Discipline: Correctional Science

Course Title: **Correctional Writing**

Units: 3

Prerequisites: Eligibility for Associate Degree level English (reading and writing)

Hours Per Week:	Total:	3
	Lecture:	3
	Laboratory:	0

Catalog Course Description:

This is an introductory course emphasizing the practical aspects of gathering, organizing, and preparing written reports for correctional activities on local, state, and federal levels. It will cover the techniques of communicating facts, information, and ideas effectively in a simple, clear, and logical manner for various types of criminal justice system reports, letters, memoranda, directives, and administrative reports. Students will gain practical experience in note-taking, report writing and presenting testimony in court.

Statement Of Need:

The ability for a student to communicate in writing is a critical skill in the Corrections field. Because of the nature of the reports and other written material required in this profession, course work beyond English composition is highly recommended by hiring agencies for correctional personnel. This course is one of the two core courses required for the CPOST Educational Certificate which is available to all apprentices hired after July 1, 1995 by the California Department of Corrections and the California Youth Authority. CPOST is the Commission on Correctional Peace Officer Standards and Training (formerly the Joint Apprenticeship Committee) of CDC, CYA, and CCPOA - California Correctional Peace Officers Association).

Course Objectives:

Upon completion of this course, the student will be able to:

1. Anticipate and understand the potential uses of written products in the job setting of the Corrections/criminal justice system.
2. Write clearly, concisely, accurately, objectively, and logically using correct grammatical structure and appropriate language/vocabulary applied to a variety of writing assignments.
3. Organize and develop a cohesive written report synthesizing several sources, defining problems, and formulating conclusions.
4. Demonstrate the basic steps of interviewing using non-verbal observation and communication, and write a satisfactory report based on an interview.
5. Accurately write an objective report based on the student's observation and listening skills.
6. Demonstrate the ability to synthesize a situation and break crimes into reportable elements.

Course Outline:

I. Introduction

- A. Survey of course outline
- B. Methods of instruction
- C. Course requirements
- D. Context of writing in Corrections, both Adult and Juvenile

II. Writing Resources

- A. Provide students with information about writing resources/tools which they can use as references/helps with future writing: thesaurus, electronic spellers, spell checkers, commonly misspelled word books, grammar/writing handbooks

III. Basics of Writing Non-Fiction

- A. Techniques of writing
 1. Be simple
 2. Get rid of clutter
 3. Building words and vocabulary
 4. Clear sentence structure
 5. Designing the paragraph

IV. Basic Planning Processes

- A. Planning ahead
- B. Time management
- C. The audience

V. Data Sources

- A. Conducting an interview
- B. Using the library
- C. Reviewing literature

VI. The Communications System: Observing, Recording, and Reporting

- A. A formal overview of the communications processes
- B. Techniques for a Corrections/criminal justice communications model
- C. Techniques for recording and interviewing

VII. Non-Verbal Communications

- A. Paralanguage
- B. Kinesics or body language
- C. Proximity of space and time

VIII. Writing the Report: Basic Grammar Structure

- A. Basic forms - word simplification
- B. Simple diagramming
- C. The importance of verbs

IX. The Sentence

- A. The lead sentence
- B. Sentence placement
- C. The closing statement

X. The Paragraph

- A. Outlining and listing
- B. Developing sequential sentences
- C. Standardized reporting models

XI. Structuring the Report

- A. Purpose of the report
- B. Types of reports
- C. Reporting styles
- D. Organizing and integrating content into a cohesive report

XII. Practicing Report Writing

- A. Logs
- B. Crime reports
- C. Probation/Parole reports
- D. Court reports

XIII. Testimony

- A. Preparation for court appearance
- B. Demeanor in court and on the stand
- C. Proper preparation for direct and cross examination

XIV. Writing for Aptitude and Entry Tests

- A. Standardized civil service tests
- B. Essay tests
- C. Aptitude and psychological tests

XV. Computerization of Writing Experiences

XVI. Future Needs of the Criminal Justice System

- A. New reporting techniques
- B. Teleprocessing and other modes of communication
- C. Word processing innovations

College-Level Critical Thinking Assignments:

1. Describe and analyze data through simplified rules of exposition as applied in weekly written exercises.
2. Pose problems common to Corrections/criminal justice reporting and propose alternative solutions through written expression based upon analysis of cases.
3. Recognize accurate statements in writing; correct fallacious reasoning through simple rules of exposition.
4. Develop the ability to identify the function of each type of written report and to structure it to the concerned audience.
5. Discriminate between objective and subjective writing in the context of the correctional profession.

Required Reading, Writing, and Outside Class Assignments:

Beyond traditional textbook reading, this course should include: library research (including utilization of external sources such as CDC and CYA facilities), and completion of writing assignments requiring both the gathering and the analysis of information.

Methods Of Instruction:

The major activity of this course must be the actual writing, editing, and review of appropriate documents. The instructor is encouraged to utilize a variety of sources and individuals as guest presenters to bring “real world experiences” into the writing process.

The instructor is also encouraged to include assessment activities which are non-graded to determine the level of student comprehension during the course of instructional activities.

Methods Of Student Evaluation:

1. Tests/quizzes (objective and essay)
2. Report-writing exercises, including those in which actual report forms are used
3. Class participation/class activities
4. Journals
5. Observation report based on a video or simulation of an incident
6. Videotaped presentation of a written report as evidence

Text & Supplemental Education Materials:

REPORT WRITING - A two volume set produced by the American Correctional Association.

Sample report materials obtained from local, state, and federal Corrections agencies.

CONTROL AND SUPERVISION IN CORRECTIONS

☒ DEGREE CREDIT

☐ NON-DEGREE CREDIT

☐ NON-CREDIT

Course Information:

Discipline: Correctional Science

Course Title: **Control and Supervision in Corrections**

Units: 3

Prerequisites: Reading and writing level appropriate for Associate Degree course

Hours Per Week:	Total:	3
	Lecture:	3
	Laboratory:	0

Catalog Course Description:

This course offers an overview of supervision of inmates in the local, state, and federal correctional institutions. The issues of control in a continuum from institutional daily living through crisis situations will be introduced and discussed. The course will emphasize the role played by the offender and the correctional worker. Topics will include inmate subculture, violence, and the effects of crowding on inmates and staff, as well as coping techniques for Correctional Officers in a hostile prison environment. The causes and effects of abusive tactics will also be discussed.

Statement Of Need:

The philosophy and theory of supervision constitute a major component in the core knowledge of a professional in the Corrections field. Because of this need, this course has been identified as a part of the core requirements for the model Associate Degree in Correctional Science prepared by the Correctional Science Curriculum Project. It has also been identified by the Commission on Correctional Peace Officer Standards and Training (formerly the Joint Apprenticeship Committee) of the California Department of Corrections, California Youth Authority, and the California Correctional Peace Officers Association to fulfill the requirements of the CPOST Educational Certificate for apprentices hired after July 1, 1995 by CDC and CYA.

Course Objectives:

At the conclusion of the course, the student will be able to:

1. Identify and describe the roles of the Correctional Worker in inmate supervision.
2. Describe control issues in daily prison management.
3. Identify control techniques in crisis situations.
4. Summarize the effects of violence and crowding on inmates/staff and on inmate and staff relations.

Course Outline:

I. Laws Affecting Correctional Institutions

- A. Local Level
 1. Health & Safety
 2. Welfare & Institutions
 3. Penal Code
 4. County Ordinances
- B. State Level
 1. Health & Safety
 2. Welfare & Institutions
 3. Penal Code
 4. Code of Regulations (CDC)
 5. Disciplinary Decision Making System (CYA)
- C. Federal Level
 1. Government Codes

II. Effective Communication

- A. Types of Communication
 1. Body Language
 2. Verbal
 3. Written
- B. Interviewing and Counseling Skills
 1. Active Listening
 2. Focusing on Issue(s)
 3. Information Gathering
 4. Problem Solving

III. Decision Making Skills

- A. Observation Skills
 1. Visual Process
 - a. Body Language
 - b. Cultural Cues
 - c. Group Movements
 2. Auditory Process
 - a. Unusual Sound(s)
 - b. Abrupt Change(s)
 - c. Good Noise(s)/Bad Noise(s)
 3. Sixth Sense Process
 - a. Intuitive Knowledge
 - b. Unconscious Processing

- B. Defining Problems
 - 1. Is There a Problem?
 - 2. Degree of Problem
 - a. Need for notification
 - b. Need for containment
- C. Designing Solutions
 - 1. Anticipating Immediate Consequences
 - 2. Anticipating Overall Ramifications
- D. Implement Solutions
- E. Document Interventions
- F. Evaluate Process and Outcome

IV. Crisis Intervention

- A. Tension Producing Factors
 - 1. Lack of Effective Grievance Procedures
 - 2. Selective Enforcement of Rules
 - 3. Lack of Rumor Control
 - 4. Catalyst Event(s)
 - 5. Perceived Lack of Protection
- B. Conflict Resolution
 - 1. Mediation Skills
 - 2. Negotiation Process
- C. Institutional Safety
 - 1. Maintaining Security
 - a. Counting and locating inmates
 - b. Giving instructions to inmates
 - c. Searching inmates
 - d. Responding to requests and questions
 - e. Supervising movements
 - f. Supervising feeding
 - g. Supervising recreation
 - h. Security rounds
 - i. Supervising work details
 - j. Use of observational skills
 - k. Indicators of gang activities
 - l. Indicators of psychological/medical problems
 - m. Indicators of substance abuse
 - n. Use of security tools
 - (1) Physical restraint options
 - (2) Mechanical restraint options
 - (3) Chemical restraint options
 - (4) Less than lethal force options
 - (5) Lethal force options

V. Use of Force

- A. Legal Requirements
 - 1. Federal Laws
 - 2. State Laws
 - a. Department of Correction Mandates

- b. Site Specific Escalation Rules
 - (1) Yard level escalation options
- c. Department of the Youth Authority
 - (1) Less than lethal force only
 - (2) Site specific escalation options
- d. Local Corrections
 - (1) Site specific escalation options

College-Level Critical Thinking Assignments:

Assignments will include role playing, short and extended essays, and group activities that promote understanding and can be applied to simulated and real situations. These will require the student to think and respond beyond rote repetition of course content.

Required Reading, Writing, and Outside Class Assignments:

Library Research
Case Studies and Journals
Special Projects
Textbook Readings

Methods Of Instruction:

Lecture
Discussion
Guest Speakers
Demonstration -Video Documents

Methods Of Student Evaluation:

The student will be required to produce a written assignment of sufficient length and complexity that demonstrates his or her ability to select and organize ideas, explain and support the ideas, and utilize critical thinking skills.

Text & Supplemental Education Materials:

Correctional Officer Training Guide, American Correctional Association.

Dilulio, John J. Jr. Governing Prisons. Free Press.

Allen, Bud and Diana Bosta. Games Criminals Play. Roe John Publications.

CORRECTIONAL INTERVIEWING AND COUNSELING

☒ Degree Credit

☐ Non-Degree Credit

☐ Non-Credit

Course Information:

Discipline: Correctional Science

Course Title: **Correctional Interviewing and Counseling**

Units: 3

Prerequisites: Recommend qualification for Associate Degree level reading and writing

Hours Per Week:	Total:	3
	Lecture:	3
	Laboratory:	0

Catalog Course Description:

This course is an overview of the techniques in counseling and interviewing available to practitioners in Corrections. The student will learn the use of appropriate techniques and theories in confidence building which may be used by the correctional employee in client interviews and counseling. This is a basic course for students planning to enter or already employed in the Correctional Science field.

Statement Of Need:

This course is one of the core courses required as part of the model Correctional Science Associate Degree requirements prepared by the Correctional Science Curriculum Project.

The subject matter in this course has been identified by the Commission on Correctional Peace Officer Standards and Training (formerly the Joint Apprenticeship Committee) of the California Department of Corrections, and the California Youth Authority and the California Correctional Peace Officers Association as central to the professional preparation of correctional staff. This course is included as a course which may be chosen by apprentices hired by CDC and CYA after July 1, 1995 to fulfill the education requirements of the CPOST Educational Certificate.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Demonstrate skills in individual and group communication dynamics.
2. Demonstrate the ability to conduct an interview.
3. Discuss various kinds of intervention/counseling techniques.
4. Demonstrate and explain the development of roles and responsibilities of clients and staff.
5. Identify obstacles that complicate the task of conducting objective interviews and counseling.

Course Outline:

I. Interviewing

- A. Establishing a rapport
- B. Listening skills as an interviewing technique.
- C. Communication barriers and how to overcome them
- D. Information gathering
- E. Components of a good interview

II. Recording the Interview

- A. Note-taking during the interview
- B. Visible versus invisible recording methods
- C. Legal aspects of recording interviews and counseling sessions
- D. Confidentiality of the report

III. Special Interviewing Considerations

- A. Legal considerations in interviewing
- B. Distinction between juvenile and adult interviewing
- C. Ethnic, gender, and cultural awareness
- D. Special needs

IV. Contemporary Theories and Modalities

- A. Techniques of individual, small, and large group counseling
- B. Basic theories of interviewing and counseling
- C. Development of treatment plans and file review
- D. Professional and ethical demeanor

V. Identification of Client Problem

College-Level Critical Thinking Assignments:

The student will be able to assess the counseling technique most effective in a live interview situation. The student will describe selected philosophies, theories, and goals of various counseling and treatment modalities. The student will analyze and describe group dynamics and group behavior. The student will gain insights as a practitioner into small and large groups, individual counseling, and family dynamics.

Required Reading, Writing, and Outside Class Assignments:

The student will have library research which will include both case studies and journal articles in addition to required textbook assignments. The student will complete both written and oral assignments as a part of his or her demonstration of knowledge of the presented subject matter.

Methods Of Instruction:

This course should be taught using a variety of learning/teaching styles. In addition to lecture, discussion, role-playing, group activities and simulations can generate a higher level of involvement by the student in the learning process. Guest speakers and videos can also be used to add “reality” to the content.

The instructor is encouraged to include assessment activities which are non-graded to determine the level of student comprehension during the course.

Methods Of Student Evaluation:

Evaluation will be based on attendance, class participation, role playing, quizzes, written examinations, and written reports.

Text & Supplemental Education Materials:

Harris, George A. and David Watkins. Counseling the Involuntary and Resistant Client.

Lester, David, Michael Braswell, and Patricia Van Voohis. Correctional Counseling, 2nd ed. Anderson Publishing Company.

Kratcoski, P. Correctional Counseling and Treatment. Waveland Press.

Chapter 3

Elective Curriculum

Gangs and Corrections

☒ Degree Credit

☐ Non-Degree Credit

☐ Non-Credit

Course Information:

Discipline: Correctional Science

Course Title: **Gangs and Corrections**

Units: 3 Semester Units

Prerequisites: None (reading level that is appropriate for Associate Degree course)

Hours Per Course:	Total:	54
	Lecture:	54
	Laboratory:	0

Catalog Course Description:

This course is designed to provide the student with a specialized field of knowledge as it relates to the correctional impact of gangs. Following an overview of the history of gangs and the issues associated with the development of gangs, the course will focus on the emergence of prison gangs following a series of changes within correctional systems. Included in the course will be a review of the types of gangs and the criminal activities associated with gangs. Special emphasis is placed on the prison gang and correctional issues including identification, intake, classification, communication and trends. Psychological and sociological dynamics are explored. Institutional management as well as future trends are examined.

Statement of Need:

This course was identified as a need in the professional development of correctional personnel as a part of the Correctional Science Curriculum Project and by the California Department of Corrections, California Youth Authority, and the California Correctional Peace Officers Association. It was developed as a part of the Public Safety Curriculum and Professional Development Project. This course on gangs was also identified as a potential elective course in the model requirements for an Associate Degree in Correctional Science as developed by the project. This course outline is under review by the Commission on Correctional Peace Officers Standards and Training (CPOST) for certification for apprentices within CDC and CYA.

Course Objectives:

At the conclusion of the course, the student should be able to:

1. Discuss the historical development of gangs and their impact on society in general and Corrections in particular.
2. Understand the culture and dynamics that occur within gangs and which encourage membership in or association with gangs.
3. Identify the historical development and current activities and issues of prison gangs.
4. Understand the psychological and sociological dynamics of gangs and their members and others associated with gangs.
5. Explain the basic elements of the institutional management of gangs.
6. Discuss future trends in the management of gangs and gang members within the correctional environment.

Course Outline:

I. Introduction/Overview of Prison Gangs

- A. The Emergence of Prison Gangs
 1. Changing Climate in America's Prisons
 2. The Legacy of the Rehabilitative Ideal
 3. The Impact of Court Decisions
 4. Organizational Changes in Institutions
- B. The Scope of the Problem
- C. Statewide Gang Trends
- D. Local/Regional Issues
- E. Profile of California Correctional Institutions
 1. Inmates
 2. Inmate Power - Doing Time/Gang Time
 3. Inmate Commitment Characteristics
 4. Overcrowding

II. Gang Culture and Dynamics

- A. Definitions
 1. Gang
 2. Disruptive Group/Street Gangs
 3. Youth Gangs/Taggers
 4. Prison Gangs
- B. Characteristics of Disruptive Groups
 1. Significance of Race
 - a. Hispanic gangs
 - b. Black gangs
 - c. White gangs
 - d. Asian gangs
 2. Historical Development
 3. Identification and Recognition
 4. Criminal Activities

- C. Disruptive Groups that Impact Prison Gangs
 - 1. Organized Crime
 - 2. Motorcycle Gangs
 - 3. Female Gangs
 - 4. Triads/Yakuza

III. Prison Gangs

- A. Historical Development
- B. Activities
- C. Issues
 - 1. Identification
 - 2. Intake
 - 3. Classification
- D. Current Trends
 - 1. Violence
 - 2. Drugs
 - 3. Separation
 - 4. Youth Gangs
- E. Communication
 - 1. Graffiti
 - 2. Argot
 - 3. Monikers
 - 4. Tattoos

IV. Psychological/Sociological Dynamics

- A. Coercion/Intimidation/Protection
- B. Peers/Families
- C. Drugs/Violence
- D. Self Esteem
- E. Excitement/Thrill
- F. Lifestyle

V. Institutional Management of Gangs

- A. Safety
- B. Training
- C. Policy
- D. Awareness
- E. Law and Application

VI. Future Trends

- A. Law Enforcement
- B. Social Institutions
- C. Education/Intervention
- D. Technology

VII. Conclusions/Recommendations

VIII. Assessment and Evaluation

College-Level Critical Thinking Assignments:

The students will be required to complete writing assignments which require the gathering and analysis of information. In addition, exam questions will require that students examine critical problems and develop solutions.

Required Reading, Writing, and Outside Class Assignments:

Because of recent developments in gangs as they relate to Corrections, many of the reading assignments will refer students to journals and reports of various Corrections agencies. Students will be expected to communicate in both oral and written modes the results of their research and demonstrate how the various components of the course impact their current activities and the future in Corrections.

Methods of Instruction:

Traditionally, this course is taught primarily through lecture. The instructor is encouraged to explore the use of guest presenters and group projects which might include oral presentations and field trips or videos to bring “real world” experiences into the course.

The instructor is also encouraged to include assessment activities which are non-graded to determine the level of student comprehension during the course.

Methods of Student Evaluation:

Grades are based on student participation in class assignments, written exams consisting of essay and objective questions, and written assignments outside class.

Text & Supplemental Education Materials:

Alpert, Geoffrey P. American Prison Systems: Punishment And Justice. Englewood Cliffs, NJ: Prentice Hall, 1989.

Goldstein, Arnold P. The Gang Intervention Handbook. Champaign, IL: Research Press, 1993.

Huff, C. Ronald. Gangs In America. Newbury Park, CA: Sage Publications, 1990.

Jankowski, Martin Sanchez. Islands In The Street. Berkeley, CA: University of California Press, 1991.

Silberman, Matthew. A World Of Violence: Corrections In America. Belmont, CA: Wadsworth Publishing, 1994.

Skinheads. California Department of Justice, 1989.

Gangs 2000. California Department of Justice, 1993.

Virgil, James Diego. Barrio Gangs. Austin, TX: University of Texas Press, 1988.

LEADERSHIP DEVELOPMENT IN CORRECTIONS

☒ Degree Credit

☐ Non-Degree Credit

☐ Non-Credit

Course Information:

Discipline: Correctional Science

Course Title: **Leadership Development In Corrections**

Units: 3 Semester Units

Prerequisites: Introduction To Corrections
(Reading level that is appropriate for a transfer course)

Hours Per Course: Total: 54
 Lecture: 54
 Laboratory: 0

Catalog Course Description:

This course is an introduction to leadership theory and practice. Although the primary setting for leadership examples is the correctional environment, the theories discussed are related to the more general leadership styles and theories of government and business. Emphasis is given to leadership skills and experiences which will be of benefit to a first-line supervisor. This course is intended for an individual with background (either educational or experiential) in Corrections at the local, state, or federal level.

Statement Of Need:

This course was developed as a part of the Public Safety Curriculum and Professional Development Project funded by the California Community Colleges through Carl D. Perkins Act Special Projects in cooperation with the California Department of Corrections (CDC) and the California Youth Authority (CYA). The need for this course was identified as a part of the Correctional Science Curriculum Project. Its development has been encouraged by CDC, CYA, and the Commission on Correctional Peace Officer Standards and Training (CPOST). The purpose of the course is to support the development of first-line supervisors in correctional institutions on both the state and local level. This course outline is under review by CPOST for certification as an elective for the CPOST Educational Certificate for apprentices in CDC and CYA.

Course Objectives:

Course Outline:

I. Introduction to Leadership

- A. Definitions of Leadership
- B. Leaders vs. Managers
- C. Leadership models and styles
- D. The importance of leadership in achieving group objectives

II. Leadership Theory

- A. History of the study of leadership
- B. Schools of leadership thought
- C. Current trends in American leadership theory
- D. Issues in leadership as they relate to the correctional setting

III. Values, Ethics, and Principles as a Basis for Leadership

- A. Values essential to effective leadership
- B. Organizational values and culture
- C. Ethics in the California Correctional System

IV. Leadership Skills Needed in the Correctional Supervisor

- A. Establishment of performance objectives
- B. Motivating employees for outstanding performance
- C. Communication (with an understanding of gender and cultural differences)
 - 1. with employees
 - 2. with peers
 - 3. with supervisors
 - 4. with union representatives
- D. Measurement of productivity
- E. Interacting with problem employees
- F. Training
 - 1. of others
 - 2. of self

V. Developing a Positive Leadership Imagery

- A. Body language as a leadership skill
- B. Dress and grooming
- C. Charisma
- D. Stress management

VI. Group Dynamics and Communication

- A. Basis for group communication
- B. Conducting successful meetings
- C. Training as a leadership tool
 - a. of individuals
 - b. of small groups

- D. Maintaining a work environment that is free from racial and sexual harrassment and other forms of discrimination

VII. Leadership Authority

- A. The nature of authority
- B. The ethical use of authority
- C. The leader as a follower
- D. The leader as a role model
- B. Demonstrate the proper use of authority to meet the needs of the organization.
- C. Demonstrate the development of a proper atmosphere for encouraging achievement by those being supervised.

College-Level Critical Thinking Assignments:

Through written assignments, group discussions, case studies and situational critiques, the student will have a variety of experiences which will require critical thinking, gathering of information, and analysis of that information.

Required Reading, Writing, and Outside Class Assignments:

Students will be required to read from a variety of sources to meet the course objectives. Most of the materials which relate specifically to leadership in the corrections setting are not found in textbooks but must be obtained from journals and professional reports. As defined in the objectives, students will be expected to communicate in both oral and written modes the results of their research about various leadership skills and theories.

Methods Of Instruction:

As described in the course outline and objectives, this traditional lecture course will be supplemented by use of group discussions, case studies, and scenarios. The instructor is encouraged to explore the use of guest presenters who can represent various segments of Corrections and bring “real world” experiences into the course.

The instructor is also encouraged to include assessment activities which are non-graded to determine the level of student comprehension during the course.

Methods Of Student Evaluation:

This outline encourages evaluation based on oral and written presentations by both individuals and groups. Written examinations should consist of essay and objective questions which encourage critical thinking and analysis of potential situations within correctional settings.

Text & Supplemental Education Materials:

- Aguayo, Rafael. Dr. Deming: The American Who Taught The Japanese About Quality. Simon & Schuster, 1991.
- Arron, Titus. "The Failure to Train: Or, An Excuse Not to Work," *Law and Order*. March 1991, pp. 46-49.
- Bennis, Warren and Burt Nanus. Leaders: The Strategies For Taking Charge. New York: Harper & Row, 1985.
- Bittel, Lester R. The McGraw-Hill 36-hour Management Course. New York: McGraw-Hill Publishing Company, 1989.
- Bowden, John. "Quality Circles: Orlando's Policy and Procedures," *The Police Chief*. November 1984, p. 56.
- Buchholz, Steve and Thomas Roth. Creating the High-Performance Team. New York: John Wiley and Sons, 1987.
- Cipolla, Larry. "Coping with Personality Clashes," *Minnesota Business Journal*. December 1983, p.67.
- Conlin, Joseph. "Brainstorming: It's Not as Easy as You Think," *Successful Meetin.*, September 1989, pp. 30-34.
- Conroy, Dennis L. and Karen M. Hess. Officers at Risk: How to Identify and Cope with Stress. Placerville, CA: Custom Publishing Company, 1992.
- Davis, Keith. "Management Communication and the Grapevine," *Harvard Business Review* in People: Managing Your Most Important Asset, 1988, pp. 84-90.
- Dees, Tim. "Getting the Most From the Training Budget," *Law and Order*. March 1990, pp. 48-50.
- Feretic, Eileen. "Managing Stress," *Today's Office*. June 1990, pg. 2.
- French, et. al. Organization Development and Transformation: Managing Effective Change. Irwin, 1994.
- George, Claude S., Jr. Supervision in Action: The Art of Managing Others, 4th ed. Reston, VA: Reston Publishing Company, 1985.
- Half, Robert. How to Keep Your Best People. New York: Robert Half International Inc., 1983.
- Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior, 3rd. ed. Englewood Cliffs, NJ: Prentice Hall, 1977.
- Herzberg, Frederick. "The Human Need for Work," *Industry Week*. July 24, 1978.
- Jorgensen, James and Timothy Fautsco. How You Can Make the Best Decisions of Your Life. New York: Walker & Company, 1978.
- Leritz, Len "Negotiating With Problem People," *Working Woman*. October 1988, pp. 35-39.
- Lineback, L. Kent, Being the Boss: The Craft of Managing People. New York: Institute of Electrical and Electronic Engineers, 1987.
- Lubin, Joann S. "Firing Line," *Wall Street Journal*. September 13, 1993. pp. 1, 16.

Pike, Robert W. Creative Training Techniques Handbook. Minneapolis, Minn: Lakewood Books, 1990.

Pollock-Byrne, Joycelyn M. Ethics in Crime and Justice, Dilemmas & Decisions. Pacific Grove, CA: Brooks/Cole Publishing, 1989.

Senge, Peter M. The Fifth Discipline, The Art and Practice of the Learning Organization. Currency Paperback, Doubleday Publishers, 1990.

Senge, Peter M., Art Kleiner, Charlotte Roberts, Richard Ross, and Bryan Smith. The Fifth Discipline Fieldbook. Currency Paperback, Doubleday Publishers, 1994.

Spring, Sally and George Deutsch. Left Brain/Right Brain. San Francisco: W.H. Freeman, 1981.

Timm, Paul R. Supervision. St. Paul, Minn: West Publishing Company, 1984.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Toffler, Alvin. The Third Wave. New York: William Morrow, 1980.

Townsend, Robert. Further Up the Organization: How to Stop Management from Stifling People and Strangling Productivity. New York: Alfred A. Knopf, 1984.

Vistor, Joseph. "Police Stress: Is Anybody Out There Listening?" *New York Law Enforcement Journal*. June 1986, pp. 19-20.

von Oech, Roger. A Whack On The Side of the Head: How to Unlock Your Mind for Innovation. New York: Warner Books, 1983.

SUPERVISION IN CORRECTIONS

☒ Degree Credit

☐ Non-Degree Credit

☐ Non-Credit

Course Information:

Discipline: Correctional Science

Course Title: **Supervision In Corrections**

Units: 3 Semester Units

Prerequisites: Introduction To Corrections
(Reading level that is appropriate for a transfer course)

Hours Per Course: Total: 54
 Lecture: 54
 Laboratory: 0

Catalog Course Description:

After introducing the theory and practice of supervision as it is practiced in the business and public sectors, this course will focus on the skills and knowledge of supervision as applied in Corrections. Examples, scenarios, and case studies from both juvenile and adult Corrections and Parole will be utilized. Students in this course should have some experience or education in the Corrections field. The intent of this course is to provide the student with a basic understanding of the subject which can be the foundation for further agency-specific training.

Statement Of Need:

This course was developed as a part of the Public Safety Curriculum and Professional Development Project funded by the California Community Colleges through Carl D. Perkins Act Special Projects in cooperation with the California Department of Corrections (CDC) and California Youth Authority (CYA). The need for this course was identified as a part of the Correctional Science Curriculum Project. Its development has been encouraged by CDC, CYA, and the Commission on Correctional Peace Officer Standards and Training (CPOST). The purpose of the course is to support the development of first-line supervisors in correctional institutions on both the state and local levels. This course outline is under review by CPOST for certification as an elective in the CPOST Educational Certificate for apprentices in CDC and CYA.

Course Outline:

I. Introduction to Correctional Supervision

- A. Role Identification
 - 1. Supervisor (getting work done through others)
 - 2. Trainer
 - 3. Counselor
 - 4. Disciplinarian
 - 5. Planner/Innovator
- B. Traits/Characteristics of a Successful Supervisor
 - 1. Ethically correct
 - 2. Role model
 - 3. Team leader and builder
 - 4. Job skills and knowledge
 - 5. Communication skills
 - 6. Attitude
- C. Self/Staff Development
 - 1. Self-esteem
 - 2. Personal/staff growth
 - 3. Diversity of experience

II. Supervisory Styles

- A. Supervision versus Management
- B. Styles
 - 1. Authoritarian
 - 2. Participatory
 - 3. Situational
- C. Assertive Leadership
- D. Motivation/Empowerment
- E. Delegation
- F. Reasonable Risk Taking
- G. Organizational Development
 - 1. Team building
 - 2. Goal setting
 - 3. Creating organizational excellence
 - 4. Organizational realities

III. Supervision Responsibilities with Parallels in Business and Public Sector Agencies Other Than Corrections

- A. Work Product Review
 - 1. Definition of work product
 - 2. Quality control
 - 3. Most common work product problems
 - 4. Causes and solutions

- B. Counseling of Employees
 - 1. Types of employee interviews
 - 2. Preparation by supervisor - setting the stage for a counseling interview
 - 3. Barriers to a successful interview
 - 4. Necessary elements of a successful interview
 - 5. Managing/counseling difficult people
 - 6. Contemporary counseling issues

IV. Training by Correctional Supervisor

- A. Instructional Role of Supervisor
- B. Needs Assessment/Identification of Critical Tasks
- C. On-the-Job Training Program
 - 1. Demonstration/modeling by supervisor
 - 2. Application (practical)
 - 3. Testing
 - 4. Documentation
- D. Teaching Techniques
 - 1. Four-step method of instruction: IPAT
 - a. Introduction
 - b. Presentation
 - c. Application
 - d. Test
 - 2. Cognitive and psychomotor learning training as developed by the Public Safety Curriculum and Professional Development Project 1994-1996.
- E. Use of Resources
 - 1. Sources within CDC, CYA, and CPOST
 - 2. Outside sources
 - a. California Association of Police Training Officers (CAPTO)
 - b. Commission on Peace Officer Standards and Training (POST)
 - c. Commission on Standards and Training (STC), Board of Corrections
- F. Evaluation of Training
 - 1. Task to be performed
 - 2. Conditions for task to be performed
 - 3. Standards expected
 - 4. Considerations of remedial training
- G. Developing employee to maximum potential
- H. Understanding the In-service Training Programs

V. Communications

- A. Modes of Communication
 - 1. Verbal
 - 2. Written
 - 3. Non-verbal/body language
 - 4. Listening
- B. Communications Styles
 - 1. Audience considerations
 - 2. Vertical
 - 3. Horizontal
 - 4. Direct versus indirect

- C. Applications of Communication in Supervision
 - 1. Rumor control
 - 2. Conflict management
 - 3. Communications with peers
 - 4. Communications with subordinates
 - 5. Communications with supervisors
 - 6. Relationship and communication differences between sworn and non-sworn personnel

VI. Planning and Organizing Presentations

- A. Identification of Purpose of Presentation
- B. Knowing the Audience
- C. Preparing and Obtaining Visual Aids
- D. Four Step Process - Similiar to IPAT
 - 1. Introduction
 - 2. Setting the tone
 - 3. Establishing rapport
 - 4. Presenting the problem, opportunity, or situation to show the need
- E. Offering a Solution or Options - Variations with Different Audiences
 - 1. To educate
 - 2. To change
- F. Asking for Action
 - 1. To accomplish the mission
 - 2. To set time frames
 - 3. To identify resources required
- G. Delivery
- H. Written Presentations

VII. Assertive Leadership (an introduction - more detail in Leadership Development Course)

- A. Motivation
- B. Respect, Responsibility, and Accountability
- C. Performance and Performance Measurements
- D. Process of Delegation and Developing Systems
- E. Vision, Mission, and Values
- F. Characteristics of Leaders
- G. Art of Negotiation
- H. Applying Proactive Leadership
- I. Time Management
- J. Supervisory Group Relations

VIII. Employee Appraisal Within Corrections

- A. Legal Issues
 - 1. Analysis of recent case decisions
 - 2. Analysis of civil service rules
 - 3. Documentation
 - a. Necessity of maintaining continuing records
 - b. Necessary for defense of management actions
- B. Performance Defined

- C. Performance Accountability
 - 1. Desired performance
 - 2. Actual performance
 - 3. Retraining or positive reinforcement
- D. Performance Breakdown
 - 1. Technical
 - 2. Personal
- E. Importance of Writing Standards
 - 1. Expectations are known
 - 2. Provides basis for self-evaluation
 - 3. Provides basis for fair process
 - 4. Provides a legal and ethical basis for taking needed personnel action
- F. Elements for an Equitable Process
 - 1. Setting standards
 - 2. Criteria for setting standards
- G. Common Problems and Errors Supervisors Should Avoid
 - 1. Halo effect
 - 2. Personal bias
 - 3. Inconsistencies
 - 4. Disinterest
- H. Use of Feedback
 - 1. Personal observation
 - 2. Work product review
 - 3. Opinions of others, peers, and former supervisors
 - 4. Do not rely on previous evaluations
 - 5. Review appraisal system with employee at the beginning of rating period
 - 6. Solicit employee's input
- I. CDC and CYA Performance Appraisal Systems as Examples of Process

IX. Discipline

- A. Philosophy
 - 1. Impact on morale
 - 2. Organizational health
 - a. Equitable/fair versus capricious/arbitrary
 - 3. Impact on internal affairs investigations
 - 4. Role of the supervisor in the disciplinary process
- B. Administration of Discipline
 - 1. Progressive discipline
 - 2. Proactive approach
 - 3. Positive/negative discipline
- C. Legal Aspects
 - 1. Statutes
 - 2. Current case law
 - 3. Agency policy/procedure
- D. Documentation
 - 1. Objective and behavior-specific
 - 2. Timely
 - 3. File maintenance

- 4. Discovery motions
 - a. Legal issues
- E. Grievances
 - 1. Purpose
 - a. Legal issues
 - b. Impact on morale
 - 2. Recognition
 - a. Response of supervisor
 - b. Procedures - written/oral

X. Counseling as a Process in Supervision

- A. Elements Necessary for a Successful Counseling Session
 - 1. Proper preparation
 - 2. Environmental considerations
 - a. Time
 - b. Location
 - c. Private setting
- B. Types of Interviews
 - 1. Planned
 - a. Job-related issues
 - b. Personal issues
 - 2. Spontaneous
 - a. Need to anticipate problems
 - 3. Formal versus informal
- C. Techniques
 - 1. Closed versus open-ended inquiry
 - 2. Paraphrasing
 - 3. Summarizing
 - 4. Echoing
 - 5. Supportive
 - 6. Interrogative
- D. Barriers/Limits
 - 1. Environmental
 - a. Physical barriers
 - b. Personal (counselor/counselee)
 - 1) Poor listening skills
 - 2. Attitude
 - 3. Bias
 - 4. Non-verbal behavior, body language
 - 5. Skill level of counselor
- E. Contemporary Issues
 - 1. Recognition of problems
 - a. Changes in behavior
 - b. Health issues

2. Resources/use of referral
 - a. Employee assistance program (EAP)
 - b. Clergy
 - c. Psychologist or professional counselor
 - d. Peer counseling
 - f. Alcoholics Anonymous, Narcotics Anonymous, etc.

XI. Administrative Support by Supervisor

- A. Budget
 1. Types
 2. Cycles
 3. Role of supervisor
- B. Completed Staff Work
 1. Find out what the boss wants
 2. Supply solutions, not questions
 3. Utilize completed staff work examples
- C. Communication and Support of Policy
 1. Supervisor's role goes two ways
 - a. The supervisor is the subordinate's link to management.
 - b. Management depends on the supervisor to communicate, sell, and enforce policy.
- D. Planning and organizing
 1. Four-step process
- E. Time management
- F. Effective scheduling
- G. Political Realities
 1. Elected body
 2. Appointed administrator
 3. Pressure (special interest) groups

XII. Ethical Decision Making including Philosophical Foundations for Definitions and Concepts

- A. Definition of Common Terms
 1. Values
 2. Ethics
 3. Principles
 4. Integrity
- B. Types of Values
 1. Personal
 2. Organizational
 3. Professional
 4. Societal
 5. Cultural
- C. Employee Integrity Within the Organization
 1. Understanding values and standards
 2. Maintaining objectivity when working with people who have opposing or conflicting values
 3. Following through on beliefs
- D. Supervisory Integrity
 1. Recognizing changes in values after becoming a supervisor
 2. Following/enforcing policies and procedures - no double standards
 3. Why values differ from those of subordinates

4. Why honesty is the best policy
- E. Potential Ethical Dilemmas for Supervisors
 1. Maintaining objectivity during the performance appraisal process
 2. Adhering to departmental policy and procedure
 3. Fairness in discipline and rewards
 4. Interviewing others that you know
 5. Promoting
 6. Channel assignments
 7. Time-off requests
 8. Role model - personally and professionally
- F. Rationalization - rationalization of unethical conduct is a way of explaining unethical conduct so that it sounds less unethical than it actually is. Examples:
 1. Not receiving traffic citations - "Professional courtesy"
 2. Overtime/sick leave abuse - "They owe it to me. It's the only way I can get time off."
 3. Sleeping on duty - "It's not busy. Nobody will ever know."
 4. Gratuities - "Everybody else does it. It's not going to hurt anybody."
 5. Disclosing confidential/restricted information - "Everyone else does it. It's not going to hurt anybody."
 6. Misappropriation of agency property - "I'm just borrowing it. What's a couple of pens?"
- G. Case Studies - Examples:
 1. Interviewing
 2. Substance abuse
 3. Direct orders
 4. "Off the record" conversations
 5. Personal calls for officers
 6. Struggling trainees
 7. Personal involvement with trainees
 8. Affairs with officers
 9. Personality versus work related problems
 10. Trainer/trainee conflict

XIII. Employee Relations

- A. Legal Issues/Guidelines
 1. Federal
 - a. Equal Employment Opportunity Commission (E.E.O.C.)
 - b. Fair Labor Standards Act (F.L.S.A.)
 - c. Disabled/Handicapped Persons Statutes
 - d. Americans with Disabilities Act (A.D.A.)
 2. State
 - a. Fair Employment and Housing Commission (F.E.H.C.)
 - b. Cal OSHA
 - c. Federal Rehabilitation Act of 1973
- B. Labor Relations
 1. Memorandum of Understanding (M.O.U.)
 2. Employee/supervisor/management rights and accountability
 3. Local level working relationships within and beyond the contract

- C. Affirmative Action Programs and Equal Employment Opportunity
 - 1. Understanding affirmative action
 - a. Goals versus quotas
 - b. Federal consent decrees
 - 2. Supporting affirmative action and E.E.O.
 - a. Supervisor responsibilities
 - b. Supervisor actions and plans

XIV. Liability Issues

- A. Liability
 - 1. Negligent performance
 - 2. Negligent retention
 - 3. Negligent assignment
 - 4. Negligent supervision
 - 5. Negligent training
 - 6. Negligent entrustment
 - 7. Vicarious liability
- B. Risk management
 - 1. Sexual harassment
 - 2. Supervisory responsibilities to organization and employees
 - 3. AIDS in the workplace
 - 4. Managing diversity

XV. Problem Solving

- A. Identify the Problem
- B. Collect and analyze data
- C. Identify alternatives
- D. Cost/Benefit Analysis
- E. Select Course of Action
- F. Plan action steps, accountability, and measurement systems

Course Objectives:

At the conclusion of this course the student should be able to:

- 1. Compare and contrast supervision styles as applied in the business and public sectors with those utilized in Corrections.
- 2. Describe the role of the supervisor in Corrections.
- 3. Identify the skills and techniques that are commonly utilized by Corrections supervisors and be able to apply those skills and techniques in dealing with case studies, scenarios, and problem solving exercises.
- 4. Demonstrate an understanding of the place and process of employee appraisal and proactive/positive management of the process.
- 5. Demonstrate an understanding of the place of discipline within Corrections and the processes which can be utilized in successful discipline experiences.
- 6. Understand the place of counseling and its utilization by the supervisor.
- 7. Demonstrate an understanding of the supervisor's responsibilities in ethical decision making.
- 8. Discuss the legal and contractual concerns in employee/employer relations.
- 9. Understand the liability issues which impact the supervisor and how they differ from those of the employee.
- 10. Demonstrate positive/proactive problem solving in applications of the course material.

College-Level Critical Thinking Assignments:

Through written assignments, case studies, group role-playing and discussions, the student will have a variety of experiences which will require critical thinking, including the gathering of information, the analysis of that information, and presentation of responses to that information.

Required Reading, Writing, and Outside Class Assignments:

Students will be required to research and read from a variety of sources to meet the course objectives. Most of the materials which relate specifically to supervision in the Corrections setting are not found in textbooks but must be obtained from journals, professional reports, and agency materials. As defined in the objectives, students will be expected to communicate, in both oral and written modes, the results of their research in various areas of supervision skills and knowledge.

Methods Of Instruction:

As described in the course outline and objectives, this traditional lecture course will be supplemented by the use of group discussions, case studies, and scenarios. The instructor is encouraged to explore the use of guest presenters who can represent supervision in various segments of Corrections and bring “real world” experiences into the course. The instructor is also encouraged to include assessment activities which are non-graded to determine the level of student comprehension during the course and encourage student success in the course.

Methods Of Student Evaluation:

This outline encourages evaluation based on oral and written presentations by both individuals and groups. Written examinations should consist of essay and objective questions which encourage critical thinking and analysis of potential situations within Corrections.

Text & Supplemental Education Materials:

Lambert, Clark. The Complete Book of Supervisory Training. John Wiley & Sons, 1984.

Senge, Peter M. The Fifth Discipline, The Art and Practice of the Learning Organization. Currency Paperback, Doubleday Publishers, 1990.

Senge, Peter M., Art Kleiner, Charlotte Roberts, Richard Ross, and Bryan Smith. The Fifth Discipline Fieldbook. Currency Paperback, Doubleday Publishers, 1994.

Legal Aspects of Performance Appraisals. Hamilton Institute.

Operations and Policy Manuals of Selected Agencies (CDC, CYA, others)

Training Materials of Agency Basic, Advanced Supervision, and Development Programs

Studies on Core Competencies for Supervisors, State of California, NIC, others

Revised August 1995

CHAPTER 4

RECOMMENDATIONS AND CONCLUSION

As the number of incarcerated persons has increased, the need has developed not for custodial personnel with limited skills, but rather for well-trained correctional personnel who have the interpersonal skills to effectively work with populations that exceed the design of the facility, and who have the intuitive understanding that will enable them to develop innovative solutions to difficult problems. Both of those attributes can be developed in a community college Correctional Science program, particularly for those students who also take the general education courses required to earn an Associate of Arts or Associate of Science degree. Community college courses in Correctional Science are three-unit courses which require students to participate in approximately fifty-four hours of classroom activities, many of which expose them to ideas they have not previously encountered. Most of California's community colleges serve widely diverse populations, giving students the opportunity to interact with people of different races, ethnic and economic backgrounds, levels of physical ability, and even sexual orientation—experiences that will help prepare them for the diverse populations they will supervise in correctional institutions. In order to provide the most valuable correctional education possible, the Correctional Science Subcommittee of the 1994 - 1996 Public Safety Curriculum and Professional Development Project makes the following recommendations:

- continue the collaboration between the California community colleges, the Commission on Correctional Peace Officers Standards and Training, the California Department of Corrections, the California Youth Authority, the California Correctional Peace Officers Association, and the Commission on Standards and Training of the Board of Corrections to promote the development and updating of Correctional Science classes and the integration of correctional education in to the hiring and promotional process
- establish a rotational pattern on a three-year cycle that will ensure the updating of all classes
- collaborate with the Commission on Correctional Peace Officer Standards and Training to develop criteria for faculty teaching correctional classes so that all classes are taught by instructors with applied experience in correctional settings
- utilize videoconferencing and electronic communication options to provide for the participation of Corrections professionals throughout California both interagency and interinstitutional discussions and in the presentation of Correctional Science education opportunities.
- develop pilot projects to attract pre-service candidates to correctional careers
- collaborate with high school Tech Prep programs to encourage students to pursue careers in the field of Corrections

Correctional Science educators throughout California are pursuing these objectives through their active participation in professional activities directed by organizations such as CPOST, CDC, CYA, STC, and CCPOA. In addition, representatives sit on the Statewide Advisory Committee for Public Safety Education where members representing all areas of Public Safety work together to promote and refine education within their disciplines. The realization of the six recommendations listed above would substantially add to ongoing efforts to provide the recency, standardization, and relevancy that are crucial to preparing students for careers in the field of Corrections.

APPENDIX A

STEERING COMMITTEE MEMBERS

STEERING COMMITTEE MEMBERS

Project Staff

Hugh Foster, Golden West College - Project Director
Tonya Hilligoss, Sacramento City College - Project Consultant
Sue Oliviera, South Bay Regional Public Safety Training Consortium - Northern California Coordinator
Frank Patino, Rio Hondo College - Southern California Coordinator

Subcommittee Chairs

Correctional Science - Jan Hayes - Project Officer, Correctional Science Curriculum Project - Merced College
Environmental Technology/HazMat - Ann Boyce - HazMat representative to the Statewide Advisory Committee for Public Safety Education - Bakersfield College
Fire Technology - Bill Lane - Past-President, California Fire Technology Directors Association - Allan Hancock College (ret.)
Law Enforcement - Fred Allen - Dean of Instruction, Butte College/Project Coordinator, Statewide Advisory Committee for Public Safety Education

Members

Ron Allen - POST - Chief, Training Deliverance and Compliance
Chris Almeida - K-12 Tech Prep representative, California Department of Education
Armand Burrue - California Department of Corrections representative to the Statewide Advisory Committee for Public Safety Education - CDC, Human Resources Development Office
Art Cota - Division Chief, Training Division, California State Fire Marshal's Office
Paul Dempsey - California Youth Authority representative to the Statewide Advisory Committee for Public Safety Education - Director of Training, CYA
Marv Engquist - Past-President, CAAJE - Cerritos College
Tom Feierabend - Past-President, State Association of Fire Educators; President, California Fire Technology Directors Association - Mt. San Antonio College
Gretchen Fretter - Past-President, CADA - Los Medanos College
Max Futrell - Four-year college representative to the Statewide Advisory Committee for Public Safety Education - CSU Fresno
Richard Doshen - Representative, California Police Chiefs Association - Yuba City Police Department
Steve Hart - Deputy Director, California State Fire Marshal's Office
Ron Havner - Dean, Public Safety Training - Evergreen Valley College
Mary Jennings - Representative, California Professional Firefighters
Dick McGrath - Public Safety representative to the State Academic Senate - Cerritos College
Bill Ogden - Representative, California State Firefighters Association Education Committee - Rancho Santiago College (ret.)
Chuck Page - Deputy Director, Standards and Training for Corrections - Board of Corrections
Jim Pope - Representative, California State Sheriff's Association - Shasta County Sheriff's Department
Frank Scotti - Southern California representative to the Statewide Advisory Committee for Public Safety Education for the California Fire Technology Directors Association - Rancho Santiago College

APPENDIX B

**LIST OF STATEWIDE ADVISORY COMMITTEE
FOR PUBLIC SAFETY EDUCATION MEMBERS**

**STATEWIDE ADVISORY COMMITTEE FOR
PUBLIC SAFETY EDUCATION**

Project Coordinator: Fred Allen, Dean of Instruction, Area I, Butte College

Chancellor's Office Representative: Leo Ruelas, Specialist in Public Safety Education

Business/Industry Representatives

Ron Allen	Chief - Training, Delivery and Compliance	Commission on POST
Arthur Branstine	President	Westec Security, Inc.
Armand Burrue	Asst. Dep. Dir., Human Resources Devel.	California Dept. of Corrections
Paul Dempsey	Chief, Training Services Division	California Youth Authority
Steve Hart	Deputy Director	Office of the State Fire Marshal
Thomas McConnell	Director	Board of Corrections
Jim Pope	Sheriff	Shasta County Sheriff's Dept.
Oliver Thompson	Chief of Police	Inglewood Police Department
Ray Vittori	Fire Chief (ret.)	Emeryville Fire Department

Education Representatives

Ann Boyce	Assoc. Prof., Applied Sci. and Tech. Dept.	Bakersfield College
Representative: Environmental Technology/Hazardous Materials		
Kelly Chun	Dean, Public Safety Center	Sacramento City College
Max Futrell	Professor/Chair, Dept. of Criminology	CSU, Fresno
Representative: Four-year Colleges		
Ronald Havner	Dean, Public Safety Training	Evergreen Valley College
Jan Hayes	Professor, Science Division	Merced College
Stan Kephart	Director, Public Service Center	Butte Community College
Richard McGrath	Professor, Administration of Justice Dept.	Cerritos College
Representative: State Academic Senate		
Frank Patino	Division Dean, Dept. of Public Service	Rio Hondo College
Representative: California Academy Directors Association (CADA)		
Frank Scotti	Director, Fire Technology Department	Rancho Santiago College
Representative: Fire Technology Directors Association (for Southern California)		
James Smith	Professor, Administration of Justice Dept.	West Valley College
Representative: California Association of Administration of Justice Educators (CAAJE)		
John White	Coordinator/Fire Chief	Shasta College
Representative: Fire Technology Directors Association (for Northern California)		

APPENDIX C
CURRICULUM DEVELOPMENT
COMMITTEE MEMBERS

CURRICULUM DEVELOPMENT COMMITTEE

Chair: Jan Hayes, Project Officer, Correctional Science Curriculum Project

Bev Bair, California Department of Corrections
Armand Burrue, California Department of Corrections
Tom Carey, California Department of Corrections
Alberto Caton, California Department of Corrections
Paul Dempsey, California Youth Authority
Katherine Hickman, Fresno City College
Jay Holmes, California Youth Authority
Max Lemon, California Department of Corrections
Mike Leovich, California Correctional Peace Officers Association
Ellen Melton, California Department of Corrections
Wanda Milton, California Youth Authority
Jim Newman, Rio Hondo College
Leo Nowak, California Correctional Peace Officers Association
Chuck Page, Standards and Training for Corrections, Board of Corrections
Doug Peterson, California Correctional Peace Officers Association
Alex Rodriguez, California Department of Corrections
Michael Rosa, California Department of Corrections
Carlos Sanchez, California Department of Corrections
Douglas Taber, California Department of Corrections
Allison Zajac, California Youth Authority

Gender Equity and Special Populations Consultant - Mary Thorpe, Thorpe, Hendrix and Associates

APPENDIX D

GENDER EQUITY/SPECIAL POPULATIONS CURRICULUM COMMENTS

**ADDITIONAL INFORMATION FROM THE
GENDER EQUITY/SPECIAL POPULATIONS CONSULTANT
(Mary Thorpe of Thorpe, Hendrix and Associates, an Educational Consulting Firm)**

Gender Issues in the Workplace:

Although gender barriers have been broken for women in public safety careers for two decades, evidence continues to surface to indicate that women often find a hostile working environment that undermines their effectiveness in those careers. Further, problems surrounding gender can diminish the job performance of an entire department when those problems are ignored. Unresolved gender strife in the workplace can be extremely costly in fiscal terms as well. Donna Giles, Human Resource Director for the City of Sacramento, admitted that the fear of litigation, based primarily on gender discrimination and harassment, stimulated the city to hire outside consultants to conduct training sessions to teach supervisors and employees how to handle disputes and misunderstandings constructively in the Sacramento City Fire Department. The cost of the program - \$100,000. Even at that price, it is a good investment if the program prevents one lawsuit. Sixty-four percent of the formal complaints filed against the Sacramento City Fire Department in the last four years involved sexual harassment.

This problem is also evident in other agencies. According to a November 17, 1994 article by Stephen Green in the Sacramento Bee, in the two years before the article was written the California Department of Corrections had the largest number of sexual harassment complaints resulting in the greatest amount of consequent cash awards of all the California state agencies. Settlements, mediation, and court awards totaled \$5.15 million dollars for the two year period. Reportedly, hundreds of thousands of additional dollars were spent on investigations and legal fees.

These two examples are not unique. Men and women continue to have trouble co-existing and communicating in firehouses, correctional facilities, and squad rooms throughout the state and nation. Such friction takes its toll, and suggests that providing future public safety employees with a “strong dose” of gender equity is more cost-effective than waiting until gender-related disputes undermine both individual morale and departmental work performance.

Public Safety and Gender Issues:

Sexual harassment, sexual exploitation, and sexual violence are not about sex, but about power. Public safety employees, particularly those working in law enforcement and corrections, are trained to assume positions of power and to employ their power for the public good. However, misuse of that power, to any degree, can undermine the public trust and, carried to extreme, can ruin lives and careers.

The uniform, a symbol of authority, changes the dynamics of any interaction. New officers may not be fully aware of how the addition of the uniform or other symbols of authority, change interpersonal communication. For example, a member of the opposite sex may feel free to reject an unwanted sexual advance in a social setting — with no uniform, no gun, and no badge. But when that same advance is made by a person in uniform, it may appear to be a demand for sexual favors. There is another side of the same coin. Public safety workers may find themselves the target of unwanted sexual advances from people who want to trade sexual favors for preferential or lenient treatment. Some individuals may be tempted to be more sexually aggressive than they were before they were trained and employed in a field that expects them to seize command. These are dynamics that potential public safety employees need to understand.

Further, an understanding of the gender issues inherent in domestic violence is important, particularly for law enforcement personnel.

APPENDIX E

CPOST CERTIFICATION PROCESS

CPOST CERTIFICATION PROCESS

(Approved 5/29/96)

Submission Process:

1. Material to be submitted by college for each course that is to be certified:
 - a. Course Outline
 - b. Cover letter which indicates how the college feels this meets the model course outlines as approved by CPOST
 - c. Cover letter should also indicate that the college intends to select an instructor to teach the course who not only meets community college minimum requirements but also has the desirable qualification of being an individual with recent active Corrections experience or an individual who has developed the expertise in the area covered by the course.
2. College materials are to be sent to:
CPOST Education Committee
c/o CDC Chief of Training, Richard A. McGee Training Center
9850 Twin Cities Road, Galt, CA 95632.
3. Education Committee will review and certify the course and report that certification to CPOST.

Review Process:

1. Initial Review will occur after initial course offering. College will submit:
 - a. Actual course syllabus
 - b. Instructor(s) who actually taught course with their qualifications
 - c. The texts and support materials used in the course
 - d. Description of student body in course
 - e. Course Review by faculty and students (recommended forms to be prepared by CPOST Education Committee)
2. The Education Committee will immediately respond that the course outlines were received and that action/review will take place within 60 days of receipt.
3. Review will be made by Education Committee who will prepare response to the college which will include the length of certification. Final certification approval will be granted by CPOST.
4. After initial review, each course will usually be reviewed every 3 to 5 years.

APPENDIX F

CPOST EQUIVALENCY PROCESS

Equivalency to CPOST Course Requirements as a Part of CPOST Educational Certificate

Approved by CPOST: June 17,1996

These equivalency plans are based upon the following course requirements for the CPOST Educational Certificate:

Required Courses:

1. Introduction to Corrections
2. Correctional Writing

Two courses to be selected from the remaining 4 core courses of the model Correctional Science Associate Degree Curriculum:

1. Concepts of Criminal Law
2. Correctional Interviewing and Counseling
3. Control and Supervision in Corrections
4. Legal Aspects of Corrections

All courses are three semester unit courses. Equivalency must come from accredited colleges or universities.

Proposed Equivalency:

1. Individuals with Associate degrees:

- a. Associate degree in Correctional Science or Administration of Justice with Correctional component of at least one class or with six or more months of work experience in correctional environment - COMPLETE EQUIVALENCY.
- b. Associate degree in Administration of Justice without Correctional component - Require Introduction to Corrections or equivalent course in a Bachelor's degree program.
- c. Associate degree in other related field such as Social Work or Psychology - Require Introduction to Corrections and one other course in certificate or an equivalent course in a Bachelor's degree program.
- d. Associate degree in unrelated field - Require Introduction to Corrections and two additional courses from certificate or equivalent courses in a Bachelor's degree program.

2. Individuals with less than an Associate degree:

Course by course equivalency based on certification procedure as developed by CPOST.

3. Individuals with Bachelor's degree:

- a. Degree in Criminal Justice, Administration of Justice, Criminology, or Correctional Science - COMPLETE EQUIVALENCY.
- b. Degree in related field such as Public Administration, Public Safety, Psychology, Sociology, related Behavioral Science - Require Introduction to Corrections or its equivalent at the Bachelor or Master's degree level.
- c. Degree in unrelated field - Require Introduction to Corrections and one additional course from the certificate or its equivalent at the Bachelor or Master's degree level.

4. Individuals with Master's degree:

- a. Degree in Criminal Justice, Administration of Justice, Criminology, or Correctional Science - COMPLETE EQUIVALENCY.
- b. Degree in totally unrelated field - Require Introduction to Corrections.

5. Individuals with Doctorate degree:

- a. Doctorate in Criminal Justice, Administration of Justice, Criminology, or Correctional Science - COMPLETE EQUIVALENCY.
- b. Doctorate in totally unrelated field - Require Introduction to Corrections.

APPENDIX G

ASSOCIATE DEGREE REQUIREMENTS

Correctional Science Curriculum Project

A Joint Project of: California Community Colleges, California Department of Corrections, California Youth Authority, and the California Correctional Peace Officers Association

Correctional Science Curriculum Project Associate Degree Requirements

The Correctional Science Curriculum Project has developed a recommended pattern for an associate degree in Correctional Science. This pattern has been endorsed by the Commission on Correctional Peace Officer Standards and Training of the California Department of Corrections, California Youth Authority and the California Correctional Peace Officers Association as a program which would be of benefit to apprentices.

CORE COURSES:

(All required for associate degree) 18 semester units. (Suggested outlines for each of these courses have been prepared as a part of the Curriculum Project and are included in this document.)

Introduction to Corrections: 3 Units. Transferable. (An introductory course which focuses on both adult and juvenile corrections. This is the core course which provides an overview to the Corrections field. It must also consider all types of custody including probation and parole.)

Concepts of Criminal Law: 3 Units. Transferable. (This course gives the basic overview of law. All Corrections personnel need to have a basic understanding of criminal law, courts, etc.)

Correctional Interviewing and Counseling: 3 Units. (The intent is not to be a training course, but it is to provide the foundations of theory and technique which individuals can utilize in all environments of the Corrections field. This course could be offered as a modular series of courses that cover the same content as a single three unit course.)

Control and Supervision in Corrections: 3 Units. (This course will provide a view of control and supervision in a variety of environments. The generic principles that are the basis of supervision will be presented.)

Correctional Writing: 3 Units. (This course is not designed to meet the associate degree English composition requirement. Instead, it is designed as a course to prepare individuals to produce the type of reports and other written communication that occur in all areas of Corrections.)

Legal Aspects of Corrections: 3 Units. (This course provides students with an awareness of the historical framework, concepts and precedents that guide correctional practice.)

ADDITIONAL UNIT REQUIREMENTS:

Each college in adapting the Project recommendations may add to the degree major requirements. It is recommended that those additions occur from the following:

- a. A list of recommended courses identified as containing subject material applicable to the correctional professional. Included in this list are three courses whose outlines have been developed as a result of the Public Safety Curriculum and Professional Development Project in 1995 (list of courses follows).
- b. Work Experience: Maximum of 6 semester units credit toward the major requirements.

- c. Basic Academy Credit: Up to 12 units to be counted from the Basic Academy of the Department of Corrections or Youth Authority as currently awarded by San Joaquin Delta College. Other community colleges are encouraged to work out articulation agreements that will allow credit for their academies. Information on the content of these academies will be available from the project office to support the articulation process. (It is hoped that a continuation of this project will also develop recommendations on a pattern of Board of Corrections core courses who would fulfill this same objective for individuals who are involved with local Corrections programs.)

Courses to be Considered as Units Within a Correctional Science Major:

Courses whose outlines have been developed by the 1995 Public Safety Curriculum and Professional Development Project (outlines are included in this document):

- Gangs and Corrections
- Supervision in Corrections
- Leadership Development in Corrections

Courses which are currently taught or listed in the catalogue at one or more California Community Colleges. (This list was prepared by the Project Team but is not listed in any priority order.)

- Introduction to Administration of Justice
- Introduction to Juvenile Justice
- Ethnic Group Relations/Cultural Diversity/Introduction to Ethnic Studies
- Community and Human Relations and Corrections
- Chemical Dependency/Narcotics (an overview course - not a training course)
- Trends in Probation and Parole
- Criminal Investigations
- Crime and Delinquency
- Juvenile Law
- Introduction to Psychology
- Spanish (or another foreign language)

GENERAL EDUCATION UNITS:

As each college establishes requirements for its associate degree, it is recommended that it consider the following courses as recommended courses which also satisfy general education requirements:

- Interpersonal Communications/Relations as GE Speech Course

- Introduction to Personal Health & Safety as GE Life Fitness

English Composition - One of the long range goals of the Joint Apprenticeship Committee of the CDC, CYA, and CCPOA is for the associate degree to be a part of a professional ladder which will also include a baccalaureate program. In support of this goal the colleges are encouraged to consider an English 1A level English composition requirement for the Correctional Science associate degree.